

## School Leadership Development and Supports (SLDS) Collaborative

School Leaders play a vital role in school success and enable conditions for high-quality teaching and learning. The School Leader Development and Support (SLDS) Collaborative will support state leaders responsible for advancing and implementing school leadership strategies. SLDS collaborative members will have the opportunity to hear from leaders and experts in the field, engage with other states yielding invaluable feedback opportunities and most importantly receive the tools to advance their state's problem of practice as it pertains to the lever of School Leadership.

### 2018-2019 Highlights:

- Published and presented the September 2018 report on [\*School Leadership Priorities and Programs in Thirteen State Education Agencies\*](#) which offers insights and state examples, illustrating priorities and challenges related to school leadership.
- Provided Leading for Equity session in which offered standards (Professional Standards for Educational Leaders-PSEL and National Educational Leadership Preparation-NELP) aligned strategies (i.e developed shared language, using an equity lens as leaders, mitigating equity issues within the principal pipeline) for diverse, equitable, inclusive and responsive practices that enable the effective personalized implementation and sustainability of principal pipelines
- National Policy Board for Educational Administration's (NPBEA) Release of the National Educational Leadership Preparation (NELP) Standards
- Guest Speaker, National Association of Secondary School Principals' (NASSP) 2018 National Principal of the Year: Dr. Akil Ross Sr.
- Explicit focus on Principal Pipelines and the Principal Supervisor's role
- Content anchored in the PSEL and NELP standards, CCSSO's Leading for Equity Commitments, and individualistic needs of current cohort
  - Topics included: Engaging Diverse Stakeholders, Tennessee and Maryland's Equity Efforts, Cost Implications of Principal Pipeline Implementation, Inclusive Principal Leadership, and the Principal Supervisor Standards and Framework)

### 2019-2020 Goals

CCSSO believes that each student deserves strong and responsive school and district leadership who prioritize the needs of a diverse population of students. Through membership to the School Leadership Development and Supports Collaborative participants will be able to leverage the expertise of their peers and leaders in the field to further their state's priorities and goals.

- Through a series of in-person and digital convenings, and Member Hub prompted engagement, states will have the opportunity to collaborate with peers, seek feedback, and engage professional learning led by experts in the field;
- States will have the opportunity to develop and implement a state-specific plan of action informed by support from national experts, peers and researchers;
- The SLDS Collaborative strives to foster transparency among participants and encourages honest and open dialogue about experiences that include challenges, successes, lessons learned, and plans for continuous improvement;
- The SLDS Collaborative will continue to align the development and student improvement achievement efforts of school leaders with CCSSO's Leading for Equity Commitments and the

national standards (PSEL and NELP), as well as assist state participants in the development of culturally responsive school leadership practices that are befitting for their state's goal for public education.

### **Anchor documents**

- [September 2018 School Leadership Priorities and Programs in Thirteen State Education Agencies](#) (Policy Studies Associates)
- [Building Pipelines to Develop Effective School Principals](#) (Policy Studies Associates)
- [Sustaining a Principal Pipeline](#) (Policy Studies Associates)
- [Leader Tracking Systems: Turning Data Into Information for School Leadership](#) (Policy Studies Associates)
- [Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools](#) (Rand Corporation)

### **Biography of Advisors:**

**Monica Taylor** is the Senior Program Director of School Leadership and Continuous Improvement. In her role, she is responsible for identifying, developing, and implementing school leadership strategies designed to elevate and prioritize the roles of school leaders in advancing continuous improvement in all schools. Through a variety of initiatives, networks, and projects, Monica works with state education agency officials to strategically center school leadership and continuous improvement at the core of change in educational systems. Prior to joining our team, Monica worked as program manager of educational services for Goodwill Industries, project director at the Maryland State Department of Education, and as a former public school administrator in the Washington metropolitan area.

Monica holds a bachelor's degree in English from Norfolk State University, a master's degree in educational administration from Regent University, and post-graduate certificates in school leadership from Harvard University and the University of Pennsylvania.

**Ashanta Woodard** is a Program Associate on the School Leadership and Continuous Improvement team at CCSSO. In her role, she supports state education agency officials with transforming district, school leadership and systems of continuous improvement to positively advance student achievement and enable high quality educational options for families and their children. She is committed to supporting the implementation of culturally and trauma responsive school leadership practices that are conducive to the needs and success of each student.

Ashanta is a native of Detroit, Michigan and a proud product of the Detroit Public School System. She is a graduate of the University of Michigan, and holds her degree in Biopsychology, Cognition and Neuroscience with a concentration in Community Action and Social Change.